



APPENDICES

Appendix 1

SILABUS SMA KELAS 11

Kelas: XI

Alokasi Waktu: 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none">• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif• Unsur kebahasaan<ul style="list-style-type: none">- Kosakata dan tata bahasa dalam lirik lagu- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	<ul style="list-style-type: none">- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu- Membahas pemilihan kata tertentu terkait dengan tema lagu- Melakukan refleksi tentang proses dan hasil belajarnya
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		

Appendix 2

Lesson Plan

School	:SMAN 3 Pati
Subject	:English
Aspect/skill	:Vocabulary Mastery
Topic	:Song
Class	:XI
Time allocation	:45 minutes

A. Core Competence

- KI 1 :Experiencing and applying their religion values.
- KI 2 :Experiencing and applying honestly, discipline, responsibility, care (helping each one another, cooperation, tolerance, peace), well-mannered, responsive, and pro-active and show attitude as part of solution for problems to interact effectively in social and natural environment and take a position as reflection of nation in the world's association.
- KI 3 :Comprehending, applying, analyzing factual, conceptual, procedural knowledge and meta –cognitive based on student's curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation with casual phenomena and event, and implementing procedural knowledge on specific examinations field according with their talents and preference to solve problems.
- KI 4 :Processing, reasoning and presenting in either concrete abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

B. Basic Competence and the Indicators of Achievement Competency

Basic Competence	Indicatorsof Achievement Competency
3.9 Interpreting social functions and linguistic elements of song lyrics related to the lives of adolescents of SMA / MA / SMK / MAK	3.9.1 Observing social functions, and linguistic elements of a song. 3.9.2Identify social functions, text and linguistic elements in song. 3.9.3Analyze social functions and linguistic elements in song.
4.9 Capturing contextually meaning related to social function and linguistic elements of song lyrics related to the lives of adolescents of SMA / MA / SMK / MAK	4.9.1 Determine contextual meaning related to social function, and elements of special context in the form of song related to teen life 4.9.2 Knowing the meaning of the word in the lyric of song and find the moral value in the song

C. Learning Objectives

1. Students are skilled in analysis and mention social functions, and linguistic elements of the song.
2. Students can know the meaning of the word in the lyric of song and find the moral value in the song.

D. Material of Learning

Songs are aimed at entertaining the listeners. However, they are also the artists' medium for expressing their feeling. Sometimes morals are hidden in the lyrics.

The language features of the song are as follows:

1. Imagery, used to describe feelings and emotions
2. Rhythm, used to create mood
3. Figures of speech

The structure of a song:

1. Introduction, establishes melodic, harmonic, and/or rhythmic related to the main body of song.
2. Verse, the part that tells a story
3. Chorus, the part that is repeated
4. Bridge, has a different melody and lyric from any other section
5. Coda/ outro, the closing. It can repeat the intro or chorus

Song 1

Trouble is a friend

Lenka

[Verse 1]

Trouble he will find you no matter where you go, oh oh
No matter if you're fast no matter if you're slow, oh oh
The eye of the storm or the cry in the mourn, oh oh
You're fine for a while but you start to lose control

[Chorus]

He's there in the dark
He's there in my heart
He waits in the wings
He's gotta play a part
Trouble is a friend

Yeah trouble is a friend of mine. Oh-oh

[Verse 2]

Trouble is a friend but trouble is a foe, oh oh
And no matter what I feed him he always seems to grow, oh oh
He sees what I see and he knows what I know, oh oh
So don't forget as you ease on down the road

[Chorus]

He's there in the dark

He's there in my heart

He waits in the wings

He's gotta play a part

Trouble is a friend

Yeah trouble is a friend of mine. Oh oh

[Verse 3]

So don't be alarmed if he takes you by the arm

I won't let him win, but I'm a sucker for his charm

Trouble is a friend

Yeah trouble is a friend of mine. Oh-oh!

Oh how I hate the way he makes me feel

And how I try to make him leave; I try

Oh, Oh I try

[Chorus]

But he's there in the dark

He's there in my heart

He waits in the wings

He's gotta play a part

Trouble is a friend

Yeah trouble is a friend of mine. Oh oh

[Outro]

So don't be alarmed if he takes you by the arm

I won't let him win, but I'm a sucker for his charm

Trouble is a friend

Yeah trouble is a friend of mine. Oh-oh

Song 2

Count on Me

Bruno Mars

[Verse 1]

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

[Pre-Chorus]

Find out what we're made of
When we are called to help our friends in need

[Chorus]

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

Cause that's what friends are supposed to do, oh yeah

[Verse 2]

If you're tossin' and you're turnin'

And you just can't fall asleep

I'll sing a song beside you

And if you ever forget how much you really mean to me

Every day I will remind you

[Pre-Chorus]

Find out what we're made of
When we are called to help our friends in need

[Chorus]

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there
Cause that's what friends are supposed to do, oh yeah

[Bridge]

You'll always have my shoulder when you cry
I'll never let go
Never say goodbye

[Chorus]

You can count on me like 1, 2, 3
I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

Cause that's what friends are supposed to do, oh yeah

[Outro]

You can count on me cause I can count on you

Song 3

Diamond

Rihanna

[Intro]

Shine bright like a diamond

Shine bright like a diamond

[Verse 1]

Find light in the beautiful sea

I choose to be happy

You and I, you and I

We're like diamonds in the sky

You're a shooting star I see

A vision of ecstasy

When you hold me, I'm alive

We're like diamonds in the sky

[Pre-Chorus]

I knew that we'd become one right away

Oh, right away
At first sight, I felt the energy of sun rays
I saw the life inside your eyes

[Chorus]

So shine bright, tonight
You and I
We're beautiful, like diamonds in the sky
Eye to eye
So alive

We're beautiful, like diamonds in the sky

[Post-Chorus]

Shine bright like a diamond
Shine bright like a diamond
Shining bright like a diamond
We're beautiful, like diamonds in the sky

[Verse 2]

Palms rise to the universe
As we moonshine and molly
Feel the warmth, we'll never die
We're like diamonds in the sky
You're a shooting star I see
A vision of ecstasy

When you hold me, I'm alive

We're like diamonds in the sky

[Pre-Chorus]

At first sight I felt the energy of sun rays
I saw the life inside your eyes

[Chorus]

So shine bright, tonight
You and I
We're beautiful, like diamonds in the sky
Eye to eye

So alive

We're beautiful, like diamonds in the sky

[Post-Chorus]

Shine bright like a diamond

Shine bright like a diamond

Shining bright like a diamond

We're beautiful, like diamonds in the sky

[Bridge]

Shine bright like a diamond

Shine bright like a diamond

Shine bright like a diamond

[Outro]

Shine bright like a diamond

Shine bright like a diamond

Shine bright like a diamond

Oh-oh, yeah

Song 4

Roar

Katy Perry

[Verse 1]

I used to bite my tongue and hold my breath

Scared to rock the boat and make a mess

So I sat quietly, agreed politely

I guess that I forgot I had a choice

I let you push me past the breaking point

I stood for nothing, so I fell for everything

[Pre-Chorus]

You held me down, but I got up (hey)

Already brushing off the dust

You hear my voice, you hear that sound

Like thunder, gonna shake the ground

You held me down, but I got up
Get ready cause I had enough
I see it all, I see it now

[Chorus]

I got the eye of the tiger, a fighter
Dancing through the fire
Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
Cause I am a champion, and you're gonna hear me roar

[Post-Chorus]

Oh ohohohohohohoh
Ohohohohohohohoh
Ohohohohohohohoh

You're gonna hear me roar

[Verse 2]

Now I'm floating like a butterfly
Stinging like a bee I earned my stripes
I went from zero, to my own hero

[Bridge]

Roar, roar, roar, roar, roar...

[Chorus]

I got the eye of the tiger, a fighter
Dancing through the fire
Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
Cause I am a champion, and you're gonna hear me roar

E.Learning Method

Approach : Scientific approach

Model : Collaborative Learning

Method : Question and Answer, Discussion

F. Media of Learning

- PPT, song

G. Learning Resources

Internet

H. Learning Activity

1. First meeting (2 x 45 minutes)

INTRODUCTION		
Teacher Activity	Students Activity	Time
a. Teacher say greeting for the students b. Teacher checking the students attendance	a. Student's answer the teacher greeting b. Students answer when the teacher calls their name.	5 minutes
MAIN ACTIVITY		
Observing		
Teacher Activity	StudentsActivity	
Teacher plays "Trouble is a Friend" by Lenka using dangdut arrangement and ask listening the song	The students listen "Trouble is a Friend" by Lenka using dangdut arrangement	5 minutes
Questioning		
a. Teacher asks the student to find the unfamiliar word from the song lyrics b. Teacher asks the students to find the meaning of the unfamiliar word from the song lyrics & the meaning of all song lyrics	a. The students look for the unfamiliar word from the song lyrics b. The students look for the meaning of the unfamiliar word from the song lyrics & the meaning of all song lyrics	30 minutes
Exploring		

a. Teacher gives the material about song	a. The students listen the explanations from teacher about song	15 minutes
b. Teacher gives the meaning of all song lyrics	b. The students listen the explanations from teacher about the meaning of all song lyrics	
Associating		
Teacher asks the student to listen the first song and sing together	The students listen the first song and sing together	5minutes
Communicating		
a. Teacherasks student to submit the task	a. The students submit the task	25 minutes
b. Teacher ask student to present the task in front of class	b. The students present the task in front of class	
Closing		
a. The teacher concludes what they have learned.	a. The students listen the learning conclusion from the teacher.	5 minutes
b. The teacher asks the student to pray before the learning process finish.	b. All of the students praying together before the learning process finish.	

2. Second meeting (2 x 45 minutes)

INTRODUCTION		
Teacher Activity	Students Activity	Time
a. Teacher say greeting for the students	a. Students answer the teacher greetings	5minutes
b. Teacher checking the students	b. Students answer when the	

attendance	teacher calls their name	
MAIN ACTIVITY		
Observing		
Teacher plays “Count on Me” by Bruno Mars using dangdut arrangement and ask listening the song	The students listen “Count on Me” by Bruno Mars using dangdut arrangement	5minutes
Questioning		
a. Teacher asks the student to find the unfamiliar word from the song lyrics b. Teacher asks the students to find the meaning of the unfamiliar word from the song lyrics c. Teacher asks the student to do worksheet I	a. The students look for the unfamiliar word from the song lyrics b. The students look for the meaning of the unfamiliar word from the song lyrics c. The students do the worksheet I	30 minutes
Exploring		
Teacher gives the meaning of all song lyrics	The students listen the explanations from teacher about the meaning of all song lyrics	15 minutes
Associating		
Teacher asks the student to listen the second song and sing together	The students listen the second song and sing together	5 minutes
Communicating		
a. Teacher asks student to submit the task	a. The students submit the task	25

b. Teacher asks student to present the task in front of class	b. The students present the task in front of class	minutes
Closing		
a. The teacher concludes what they have learned. b. The teacher asks the student to pray before the learning process finish.	a. The students listen the learning conclusion from the teacher. b. All of the students praying together before the learning process finish.	5 minutes

3. Third meeting (2 x 45 minutes)

INTRODUCTION		
Teacher Activity	Students Activity	Time
a. Teacher say greeting for the students b. Teacher checking the students attendance	a. Students answer the teacher greetings. b. Students listen the teacher explain	5minutes
MAIN ACTIVITY		
Observing		
Teacher plays “Diamond” by Rihanna using dangdut arrangement and ask listening the song	The students listen “Diamond” by Rihanna using dangdut arrangement	5minutes
Questioning		
a. Teacher asks the students to fulfill the missing lyric from the third song b. Teacher asks the students to find the meaning of the	a. The students look for the missing lyric from the third song b. The students look for the meaning of the missing lyric	30 minutes

missing lyric from the song c. Teacher asks the students to do worksheet II	from the song c. The students do the worksheet II	
Exploring		
Teacher gives the meaning of all song lyrics	The students listen the explanations from teacher about the meaning of all song lyrics	15 minutes
Associating		
Teacher asks the student to listen the third song and sing together	The students listen the third song and sing together	5minutes
Communicating		
a. Teacherasks student to submit the task b. Teacher asks student to present the task in front of class	a. The students submit the task b. The students present the task in front of class	25 minutes
Closing		
a. The teacher concludes what they have learned. b. The teacher asks the students to pray before the learning process finish.	a. The students listen the learning conclusion from the teacher. b. All of the students praying together before the learning process finish.	5 minutes

4. Fourth meeting (2 x 45 minutes)

INTRODUCTION		
Teacher Activity	Students Activity	Time
a. Teacher say greeting for the students.	a. Students answer the teacher greetings.	5minutes
b. Teacher checking the student's attendance.	b. Students answer when the teacher calls their name.	
MAIN ACTIVITY		
Observing		
Teacher plays "Roar" by Katy Perry using dangdut arrangement and ask listening the song	The students listen "Roar" by Katy Perry using dangdut arrangement	5minutes
Questioning		
a. Teacher asks the students to find the meaning of allsong lyrics	a. The students look for the meaning of allsong lyrics	30 minutes
b. Teacher asks the students to find the moral value from the fourth song	b. The students look for the moral value from the fourth song	
Exploring		
Teacher gives the meaning of all song lyrics	The students listen the explanations from teacher about the meaning of all song lyrics	15 minutes
Associating		
Teacher asks the student to listen the fourth song and sing together	The students listen the fourth song and sing together	5 minutes

Communicating		
a. Teacher asks student to submit the task	a. The students submit the task	25 minutes
b. Teacher asks student to present the task in front of class	b. The students present the task in front of class	
Closing		
a. The teacher concludes what they have learned.	a. The students listen the learning conclusion from the teacher.	5 minutes
b. The teacher asks the students to pray before the learning process finish.	b. All of the students praying together before the learning process finish.	

G. Assessment

Technique of assessment:

1. Do the exercise
2. Written test

Pati, 15 July 2019

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Appendix 3

PRE TEST & POST TEST

Name :

Class :

No.abs :

A. Listen to the song carefully and then complete the missing word below!

Titanium

David Guetta

You shout it out

But I can't _____ (1) a word you say

I'm talking loud not saying much

I'm criticized but all your bullets

ricochet

You shoot me down, but I get up

I'm bulletproof nothing to lose

Fire away, fire away

Ricochet, you take your aim

Fire away, fire away

You _____ (2) me down but I won't

fall, I am titanium

You shoot me down but I won't fall

I am titanium, I am titanium, I am

titanium, I am titanium

_____ (3) me down

But it's you who has further to fall

Ghost town, haunted love

Raise your voice, sticks and stones

may break my bones

I'm talking loud not saying much

I'm bulletproof nothing to lose

Fire away, fire away

Ricochet, you take your aim

Fire away, fire away

You shoot me down but I won't _____ (4)

I am titanium

You shoot me down but I won't fall

I am titanium, I am titanium

Stone-hard, machine gun

Firing at the ones who _____ (5)

Stone-hard, thus bulletproof glass

You shoot me down but I won't fall, I

am titanium

You shoot me down but I won't fall, I

am titanium

You shoot me down but I won't fall, I

am titanium

You shoot me down but I won't fall, I

am titanium

I am titanium

B. Read the complete lyrics “Titanium” carefully then answer the following questions!

6. The translation of this word “*loud*”in Indonesian is.....
7. The translation of this word “*haunted*”in Indonesian is.....
8. The translation of this word “*stones*”in Indonesian is.....
9. I'm talking loud not saying *much*

The **antonym** of the underlined word is.....

10. Raise your *voice*, sticks and stones maybreak my bones

The **synonym** of the underlined word is.....

11. *I am titanium*

You shoot me down but I won't fall

I am titanium, I am titanium

The lyrics are the part of.....

12. The part of song that tells a story of the song is.....
13. The outro/coda is.....
14. The theme of the song is.....
15. The song tells you about.....

C. Match the words in the column A with its meaning in column B !

No.	A		B
16.	Shout		a. Lift or move to a higher position G or level ★
17.	Bullet	OO	b. An expression of a strong emotion
18.	Fall	D	c. A weapon incorporating a metal tube
19.	Raise	LU	d. Move from a higher to a lower level
20.	Gun	CK	e. A metal projectile for firing from a rifle

THE ANSWER KEY OF PRE TEST & POST TEST

A.

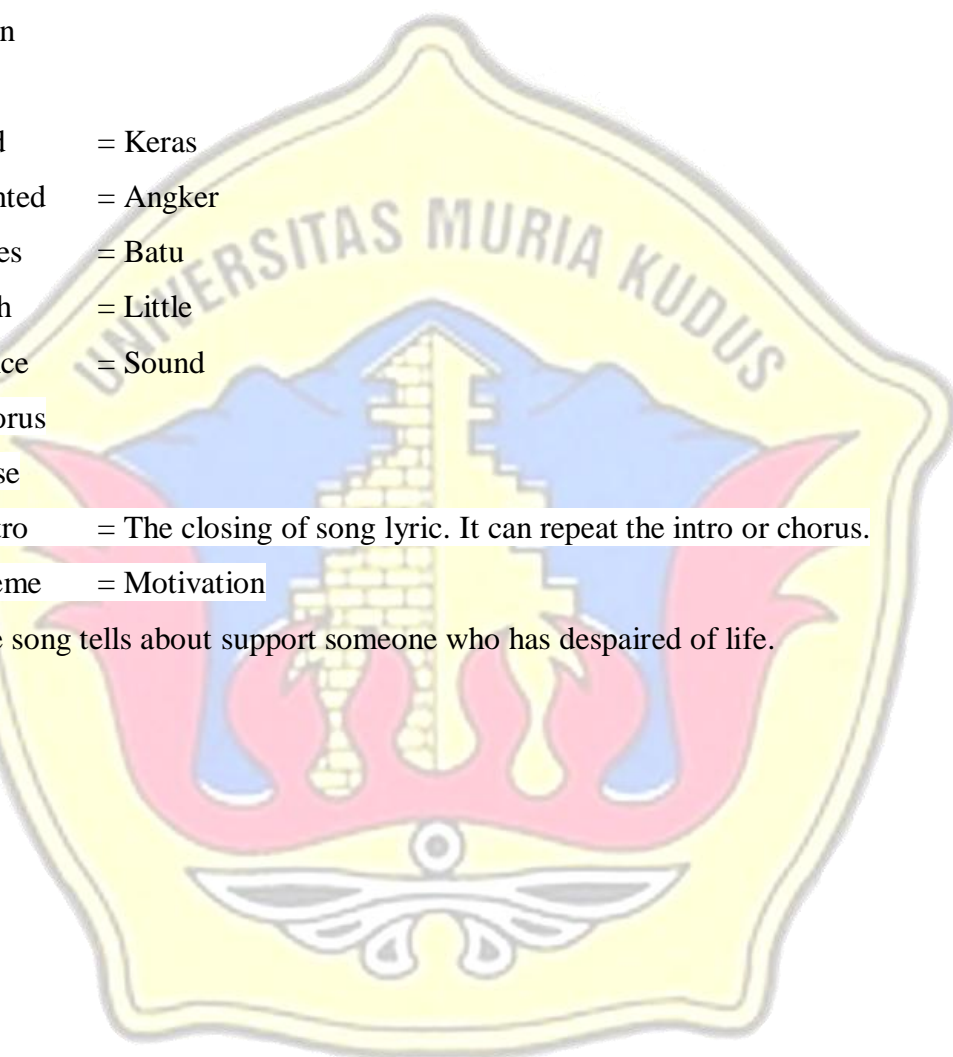
1. Hear
2. Shoot
3. Cut
4. Fall
5. Run

B.

6. Loud = Keras
7. Haunted = Angker
8. Stones = Batu
9. Much = Little
10. Voice = Sound
11. Chorus
12. Verse
13. Outro = The closing of song lyric. It can repeat the intro or chorus.
14. Theme = Motivation
15. The song tells about support someone who has despaired of life.

C.

16. B
17. E
18. D
19. A
20. C



Appendix 4

The Students' Name of Try Out

No.	Students' Name	No.	Students' Name
1	AR	19	IAA
2	ARY	20	JA
3	ASM	21	KDA
4	ARF	22	LHM
5	AII	23	LC
6	ALB	24	MA
7	ADS	25	MH
8	ARF	26	MM
9	BPH	27	MAM
10	DSA	28	MP
11	DNA A	29	MR
12	DAF	30	NSP
13	DPR	31	NR
14	EIK	32	SO
15	FTN	33	SAK
16	FHH	34	SH
17	FBP	35	SS
18	IA	36	WN

Appendix 5

The Score of Try Out

Student Number	Score	Student Number	Score
1	55	19	45
2	40	20	60
3	55	21	40
4	70	22	60
5	65	23	45
6	70	24	55
7	45	25	80
8	80	26	40
9	55	27	50
10	50	28	45
11	55	29	40
12	50	30	80
13	60	31	45
14	70	32	70
15	40	33	65
16	60	34	45
17	65	35	40
18	45	36	40

Appendix 6

The Calculation of Reliability of the Research Instrument

No.	ITEM NUMBER																				ODD SCORE (X)	EVEN SCORE (Y)	TOTAL SCORE	XY	X2	Y2	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20							
1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	6	5	11	30	36	25	
2	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	5	3	8	15	25	9	
3	1	1	1	1	0	0	1	1	1	1	0	1	0	0	0	1	0	0	1	1	6	5	11	30	36	25	
4	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	0	7	7	14	49	49	49	
5	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	0	7	6	13	42	49	36	
6	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	8	6	14	48	64	36	
7	0	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	1	0	0	0	5	4	9	20	25	16	
8	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	9	7	16	63	81	49	
9	0	0	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	6	5	11	30	36	25	
10	1	1	1	0	0	1	1	1	1	0	0	0	0	0	0	1	0	0	1	1	5	5	10	25	25	25	
11	1	0	1	1	1	1	1	0	1	0	1	0	0	1	0	0	0	1	0	1	6	5	11	30	36	25	
12	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	1	1	6	4	10	24	36	16	
13	1	0	1	1	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	7	5	12	35	49	25	
14	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	8	6	14	48	64	36	
15	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	5	3	8	15	25	9	
16	1	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0	1	1	1	1	7	5	12	35	49	25	
17	1	1	1	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	1	1	7	6	13	42	49	36	
18	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	1	5	4	9	20	25	16	
19	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	0	1	6	3	9	18	36	9	
20	1	0	1	0	1	1	1	0	0	1	1	0	1	0	0	0	1	1	1	1	8	4	12	32	64	16	
21	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	1	0	1	0	1	5	3	8	15	25	9	
22	0	0	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	7	5	12	35	49	25	
23	1	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	5	4	9	20	25	16	
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26	0	0	1	1	1	0	1	0	0	0	1	1	1	0	0	0	0	1	0	0	5	3	8	15	25	9	
27	1	0	1	0	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	1	5	5	10	25	25	25	
28	1	1	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	0	5	4	9	20	25	16	
29	1	0	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	1	0	1	5	3	8	15	25	9	
30	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	9	7	16	63	81	49	
31	1	0	0	1	1	0	1	0	1	0	1	1	0	0	0	1	0	1	0	0	5	4	9	20	25	16	
32	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	1	7	7	14	49	49	49	
33	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	1	0	7	6	13	42	49	36	
34	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	5	4	9	20	25	16	
35	1	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	1	0	1	4	4	8	16	16	16	
36	0	1	1	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	4	4	8	16	16	16	
TOTAL																						222	173	395	1115	1436	889

$$r_{xy} = \frac{(N\sum xy) - (\sum x)(\sum y)}{\sqrt{(Nx^2 - (\sum x)^2)(Ny^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{40.140 - 38406}{\sqrt{(51696 - 49284)(32004 - 29.929)}}$$

$$r_{xy} = \frac{1734}{\sqrt{(2412)(2075)}}$$

$$r_{xy} = \frac{1734}{\sqrt{5004900}}$$

$$r_{xy} = \frac{1734}{2237.1}$$

$$r_{xy} = 0.77$$

$$r_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \cdot 0.77}{1 + 0.77}$$

$$r_{11} = \frac{1.54}{1.77}$$

$$r_{11} = 0.87$$

Based on the result, the criteria of reliability is **very high reliability**.



Appendix7

The Students' Name of Pre-Test and Post-Test

No.	Students' Name	No.	Students' Name
1	AA	18	HNP
2	ASR	19	HM
3	ADG	20	ITW
4	AHS	21	KRK
5	AR	22	LL
6	BAN	23	MH
7	DDA	24	MR
8	DAS	25	MWF
9	DA	26	NA
10	ESJ	27	NOD
11	EA	28	REL
12	ES	29	RWA
13	EDW	30	SLS
14	FR	31	SYW
15	FAS	32	TAB
16	GAG	33	WS
17	HVA	34	ZKW

Appendix 8

The Score of the English Vocabulary Mastery of the Eleventh Grade Students of SMA N 3 Pati before being Taught by Using “Dangdut Arrangement” of English Songs

Student Number	Score	Student Number	Score
1	50	18	45
2	50	19	65
3	45	20	65
4	70	21	50
5	70	22	65
6	80	23	55
7	70	24	65
8	75	25	75
9	65	26	45
10	50	27	50
11	50	28	60
12	55	29	50
13	70	30	80
14	75	31	70
15	45	32	45
16	70	33	65
17	65	34	50
MEAN		60,55	

Appendix9

The Calculation of Mean and Standard Deviation of Pre-Test Score of the English Vocabulary Mastery of the Eleventh Grade Students of SMA N 3 Pati before being Taught by Using “Dangdut Arrangement” of English Songs

- a. Minimum score = 45
- b. Maximum score = 80
- c. The number of interval = $1 + (3.3) \log n$
 $= 1 + (3.3) \log 34$
 $= 1 + (3.3) (1.5)$
 $= 1 + 4.95$
 $= 5.95$
 $= 6$

- d. Width of interval = $\frac{\text{HighestScore} - \text{LowestScore}}{\text{NumberofInterval}}$
 $= \frac{80 - 45}{6}$
 $= \frac{35}{6}$
 $= 5.8$
 $= 6$

- e. The Table of Frequency Distribution of Mean and Standard Deviation

SCORE	F	X	FX	X'	FX'	X ²	F(X') ²
80-75	5	77,5	387,5	2	10	4	20
74-69	6	71,5	429	1	6	1	6
68-63	7	65,5	458,5	0	0	0	0
62-57	1	59,5	59,5	-1	-1	1	1
56-51	2	53,5	107	-2	-4	4	8
50-45	13	47,5	617,5	-3	-39	9	117
Σ	34	375	2059	-3	-28	19	152

- f. Mean

$$\bar{x} = \frac{\Sigma fx}{N} = \frac{2059}{34} = 60.55$$

g. Standard Deviation

$$SD = i \sqrt{\left(\frac{\sum f x'^2}{N}\right) - \left(\frac{\sum f x'}{N}\right)^2}$$

$$SD = 6 \sqrt{\left(\frac{152}{34}\right) - \left(\frac{-28}{34}\right)^2}$$

$$SD = 6 \sqrt{4.47 - (0.82)^2}$$

$$SD = 6 \sqrt{3.80}$$

$$SD = 6 \times 1.94$$

$$SD = 11.64$$



Appendix 10

The Score of the English Vocabulary Mastery of the Eleventh Grade Students of SMA N 3 Pati after being Taught By Using “Dangdut Arrangement” of English Songs

Students Number	Score	Students Number	Score
1	65	18	50
2	60	19	75
3	70	20	75
4	85	21	60
5	80	22	80
6	90	23	80
7	75	24	70
8	90	25	90
9	70	26	50
10	60	27	60
11	60	28	75
12	65	29	60
13	80	30	90
14	90	31	75
15	50	32	75
16	80	33	80
17	80	34	55
MEAN			71,55

Appendix 11

The Calculation of Mean and Standard Deviation of Post-Test Score of the English Vocabulary Mastery of the Eleventh Grade Students of SMA N 3 Pati after being Taught by Using “Dangdut Arrangement” of English Songs

- a. Minimum score = 50
- b. Maximum score = 90
- c. The number of interval = $1 + (3.3) \log n$
 $= 1 + (3.3) \log 34$
 $= 1 + (3.3) (1.5)$
 $= 1 + 4.95$
 $= 5.95$
 $= 6$

- d. Width of interval = $\frac{\text{HighestScore} - \text{LowestScore}}{\text{NumberofInterval}}$
 $= \frac{90-50}{6}$
 $= \frac{40}{6}$
 $= 6.6$
 $= 7$

- e. The Table of Frequency Distribution of Mean and Standard Deviation

SCORE	F	X	FX	X'	FX'	X ²	F(X') ²
90-84	6	87	522	2	12	4	24
83-77	7	80	560	1	7	1	7
76-70	9	73	657	0	0	0	0
69-63	2	66	132	-1	-2	1	2
62-56	6	59	354	-2	-12	4	24
55-49	4	52	208	-3	-12	9	36
Σ	34	417	2433	-3	-7	19	93

- f. Mean

$$\bar{x} = \frac{\sum fx}{N} = \frac{2433}{34} = 71.55$$

g. Standard Deviation

$$SD = i \sqrt{\left(\frac{\sum f x'^2}{N}\right) - \left(\frac{\sum f x'}{N}\right)^2}$$

$$SD = 7 \sqrt{\left(\frac{93}{34}\right) - \left(\frac{-7}{34}\right)^2}$$

$$SD = 7 \sqrt{2.73 - (0.20)^2}$$

$$SD = 7 \sqrt{2.69}$$

$$SD = 7 \times 1.64$$

$$SD = 11.48$$



Appendix 12

The Data Calculation of t-test of the English Vocabulary Mastery of the Eleventh Grade Students of SMA N 3 Pati Taught by Using “Dangdut Arrangement” of English Songs

NO.	Pre-Test	Post-Test	D	D ²
1.	50	65	15	225
2.	50	60	10	100
3.	45	70	25	625
4.	70	85	15	225
5.	70	80	10	100
6.	80	90	10	100
7.	70	75	5	25
8.	75	90	15	225
9.	65	70	5	25
10.	50	60	10	100
11.	50	60	10	100
12.	55	65	10	100
13.	70	80	10	100
14.	75	90	15	225
15.	45	50	5	25
16.	70	80	10	100
17.	65	80	15	225
18.	45	50	5	25
19.	65	75	10	100
20.	65	75	10	100

Appendix 12 Continued

NO.	Pre-Test	Post-Test	D	D ²
21.	50	60	10	100
22.	65	80	15	225
23.	55	80	25	625
24.	65	70	5	25
25.	75	90	15	225
26.	45	50	5	25
27.	50	60	10	100
28.	60	75	15	225
29.	50	60	10	100
30.	80	90	10	100
31.	70	75	5	25
32.	45	75	30	900
33.	65	80	15	225
34.	50	55	5	25
Σ	2055	2450	395	5775

Calculating test statistic:

$$\bar{D} = \frac{\sum D}{N} \quad t_0 = \frac{11.61}{\sqrt{\frac{5775 - \frac{156025}{34}}{34 \times 33}}}$$

$$\bar{D} = \frac{395}{34} \quad t_0 = \frac{11.61}{\sqrt{\frac{5775 - 4588}{1122}}}$$

$$\bar{D} = 11.61$$

$$t_0 = \frac{11.61}{\sqrt{\frac{1187}{1122}}}$$

$$t_0 = \frac{11.61}{\sqrt{1.05}}$$

$$t_0 = \frac{11.61}{1.02}$$

$$t_0 = 11.38$$

Appendix 13

The Summary of Pre-Test and Post-Test of the English Vocabulary Mastery of the Eleventh Grade Students of SMA N 3 Pati Taught by Using “Dangdut Arrangement” of English Songs

N	Pre-test		Post-test		T-test			
	Mean	SD	Mean	SD	df	A	t-critical	t-obtained
34	60.55	11.64	71.55	11.48	33	0.05	2.042	11.38



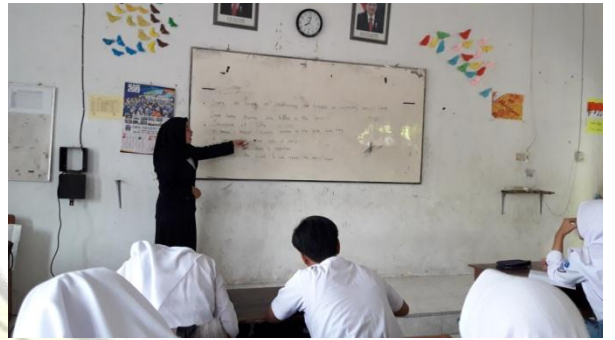
Appendix 14

T-Table

Degrees of Freedom (n-1)	Level of Significance for a One-Tailed Test										
	.25	.20	.15	.10	.05	.025	.01	.005	.0005		
			Level of Significance for a Two-Tailed Test								
	.50	.40	.30	.20	.10	.05	.02	.01	.001		
1	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657	636.619		
2	.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	31.598		
3	.765	.978	1.250	1.638	2.353	3.182	4.541	5.841	12.924		
4	.741	.941	1.190	1.533	2.132	2.776	3.747	4.604	8.610		
5	.727	.920	1.156	1.476	2.015	2.571	3.365	4.032	6.869		
6	.718	.906	1.134	1.440	1.943	2.447	3.143	3.707	5.959		
7	.711	.896	1.119	1.415	1.895	2.365	2.998	3.499	5.408		
8	.706	.889	1.108	1.397	1.860	2.306	2.896	3.355	5.041		
9	.703	.883	1.100	1.383	1.833	2.262	2.821	3.250	4.781		
10	.700	.879	1.093	1.372	1.812	2.228	2.764	3.169	4.587		
11	.697	.876	1.088	1.363	1.796	2.201	2.718	3.106	4.437		
12	.695	.873	1.083	1.356	1.782	2.179	2.681	3.055	4.318		
13	.694	.870	1.079	1.350	1.771	2.160	2.650	3.012	4.221		
14	.692	.868	1.076	1.345	1.761	2.145	2.624	2.977	4.140		
15	.691	.866	1.074	1.341	1.753	2.131	2.602	2.947	4.073		
16	.690	.865	1.071	1.337	1.746	2.120	2.583	2.921	4.015		
17	.689	.863	1.069	1.333	1.740	2.110	2.567	2.898	3.965		
18	.688	.862	1.067	1.330	1.734	2.101	2.552	2.878	3.922		
19	.688	.861	1.066	1.328	1.729	2.093	2.539	2.861	3.883		
20	.687	.860	1.064	1.325	1.725	2.086	2.528	2.845	3.850		
21	.686	.859	1.063	1.323	1.721	2.080	2.518	2.831	3.819		
22	.686	.858	1.061	1.321	1.717	2.074	2.508	2.819	3.792		
23	.685	.858	1.060	1.319	1.714	2.069	2.500	2.807	3.767		
24	.685	.857	1.059	1.318	1.711	2.064	2.492	2.797	3.745		
25	.684	.856	1.058	1.316	1.708	2.060	2.485	2.787	3.725		
26	.684	.856	1.058	1.315	1.706	2.056	2.479	2.779	3.70		
27	.684	.855	1.057	1.314	1.703	2.052	2.473	2.771	3.690		
28	.683	.855	1.056	1.313	1.701	2.048	2.467	2.763	3.674		
29	.683	.854	1.055	1.311	1.699	2.045	2.462	2.756	3.659		
30	.683	.854	1.055	1.310	1.697	2.042	2.457	2.750	3.646		
40	.681	.851	1.050	1.303	1.684	2.021	2.423	2.704	3.551		
60	.679	.848	1.046	1.296	1.671	2.000	2.390	2.660	3.460		
120	.677	.845	1.041	1.289	1.658	1.980	2.358	2.617	3.373		
∞	.674	.842	1.036	1.282	1.645	1.960	2.326	2.576	3.291		

Appendix 15

DOCUMENTATIONS



Appendix16



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Gondangmanis Bae Kudus PO BOX 53 ☎ Telp (0291) 438229 ext.111 📠 Fax (0291) 437198
Website: <http://fkip.umk.ac.id> Email: fkip@umk.ac.id

No. : 1050/FKIP-UMK/B.09.257/VI/2019
Lamp. : -
Hal : **Permohonan Izin Penelitian**

27 Juni 2019

Yth. KEPALA
SMA NEGERI 03 PATI
di -
PATI

Kami sampaikan dengan hormat bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus :

N a m a : **MERTA KUSUMA N**
NIM : 2015 - 32 - 068
Fakultas/Progdi : FKIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul, "**THE TEACHING VOCABULARY MASTERY OF THE ELEVENTH GRADE STUDENTS OF SMA N 3 PATI TAUGHT BY USING "DANGDUT ARRANGEMENT" OF ENGLISH SONGS**"

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/Ibu berkenan memberikan izin mahasiswa di atas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak/Ibu, kami sampaikan terima kasih.

Dekan

Dr. Drs. Slamet Utomo, M.Pd
NIP. 19621219-198703-1-015



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 3 PATI**

Jalan Panglima Sudirman Nomor 1A Pati Kode Pos 59113
Telepon 0295-381279 Surat Elektronik smaga.pati@yahoo.co.id

SURAT KETERANGAN

Nomor : 422 / 1211

Yang bertandatangan di bawah :

Nama : Drs. SUDARTO, M.Pd.
NIP : 196606131994031005
Pangkat / Gol : Pembina Tk. I – IV/ b
Jabatan : Kepala SMA Negeri 3 Pati

dengan ini menerangkan bahwa :

Nama : MERTA KUSUMA NINGRUM
NIM : 201532068
Program Studi : FKIP / Pendidikan Bahasa Inggris
Semester : 8 (delapan)
Universitas : Universitas Muria Kudus

Mahasiswa tersebut diatas telah selesai melakukan Penelitian di SMA Negeri 3 Pati, Kabupaten Pati guna menyusun Skripsi dengan judul : “ THE TEACHING VOCABULARY MASTERY OF THE ELEVENTH GRADE STUDENTS OF SMAN 3 PATI TAUGHT BY USING “ DANGDUT ARRANGEMENT “ OF ENGLISH SONGS “.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pati, 25 Juli 2019

Kepala,



Drs. SUDARTO, M.Pd.
Pembina Tk.I

NIP 196606131994031005/

CURRICULUM VITAE



Merta Kusuma Ningrum was born in Pati on March 6th, 1997. She is usually called by Merta. She is daughter from Mr. Djudianto and Mrs. Suyatmi. And she is a younger sister from Heru and Budi. She lives in Margorejo village. She graduated from TK RA Falah in 2004, she continued her study in SD N 2 Margorejo and graduated in 2009. Then, she graduated from SMP N 2 Margorejo in 2012. Next, she continued her study in SMK N 2 Pati and graduated in 2015. After that, she continued her study in Universitas Muria Kudus majoring the study program of English Education Department. After finished her study, she hopes that her experience and knowledge will be useful in the future.